

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



Old Courthouse Tour

Teacher Activity Guide

Grades 4-6





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OLD COURTHOUSE TOUR

PROGRAM DESCRIPTION

This forty-five minute Old Courthouse tour will discuss the architectural styles of the early nineteenth century era, and the grandeur of a place that demanded the highest respectability. The tour will highlight the needs that the Old Courthouse met in the St. Louis community. Citizens acted on their responsibilities to the courts, relied upon the court's fairness, and gathered in the rotunda to listen to speeches of their community leaders.

The park ranger will lead your group to the rotunda to focus on the architecture of the building and its meaning within the community. Your group will visit the location where the Dred Scott case took place, as well as a restored courtroom on the second floor. The tour will continue to the third level to visit a room where jurors would have deliberated. During the program, students will participate in an activity in which they will roleplay human cameras, photographing architectural features, and predicting the future of historic resources, such as the Old Courthouse.

Teachers and students are then encouraged to use POST-VISIT ACTIVITIES suggested in this guide to complete the program package.

CURRICULUM OBJECTIVES

The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare places today with those of the past. (ILS16.A; MAP 1.8, 1.9; NCSS IIb; NSH 1A, 3B)
- Construct and analyze timelines. (ILS 4.B, 16.A; MAP 1.8, 2.1; NCSS IIb; NSH 1E, 1F)
- Examine a conflict to resolve it, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NSH 3G, 5)
- Explore career opportunities at national parks. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify and describe rights and responsibilities of citizens of the U.S. (ILS14.C; MAP 4.2; NCSS Xb)
- Identify key individuals in the development of significant political events. (ILS 16.B; NCSS IV; NSH 5A)
- Understand the development of political ideas regarding slavery and voting rights in the United States. (ILS 14.F, 16.A, 16.B; MAP 1.6; NCSS VIa; NSH 2)
- Use maps to locate places and draw conclusions. (ILS 4.B, 17.A, 17.C; MAP 1.4, 2.1; NCSS IIIb; NSH 2F)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (REQUIRED)

EXPLORE A CAREER

Historical architect—a person who creates new buildings and specializes in understanding old buildings.

ANCIENT GREEK ROOTS

The architecture of the Old Courthouse is of Greek Revival Style. The style was taken from the ancient Greeks, who formed the first democracy. American ideals were formed on those democratic concepts. Not only did Americans accept their form of government, but also made use of the ancient Greek architecture, which became popular in the early nineteenth century. The Greek Revival style symbolizes the people's right to govern themselves.

COLLABORATIVE GROUP LEARNING ACTIVITY

Organize the class into groups of four students. Give each group a copy of the cards on the next page as a guide. Have students look through newspapers, magazines, and books for pictures of Greek Revival style buildings or architectural features. They may cut out examples or pictures may be hand drawn. Each picture will need a duplicate to match (consider using a copier).

Glue items on 3"x 4" note cards. Place all cards face down and mix them up. Each student should take turns choosing two cards at a time. If the two cards match, then they are removed from the table and the player may take a second turn. If the cards do not match, they are turned face down again and the game moves on to the next player. The player with the most pairs wins.

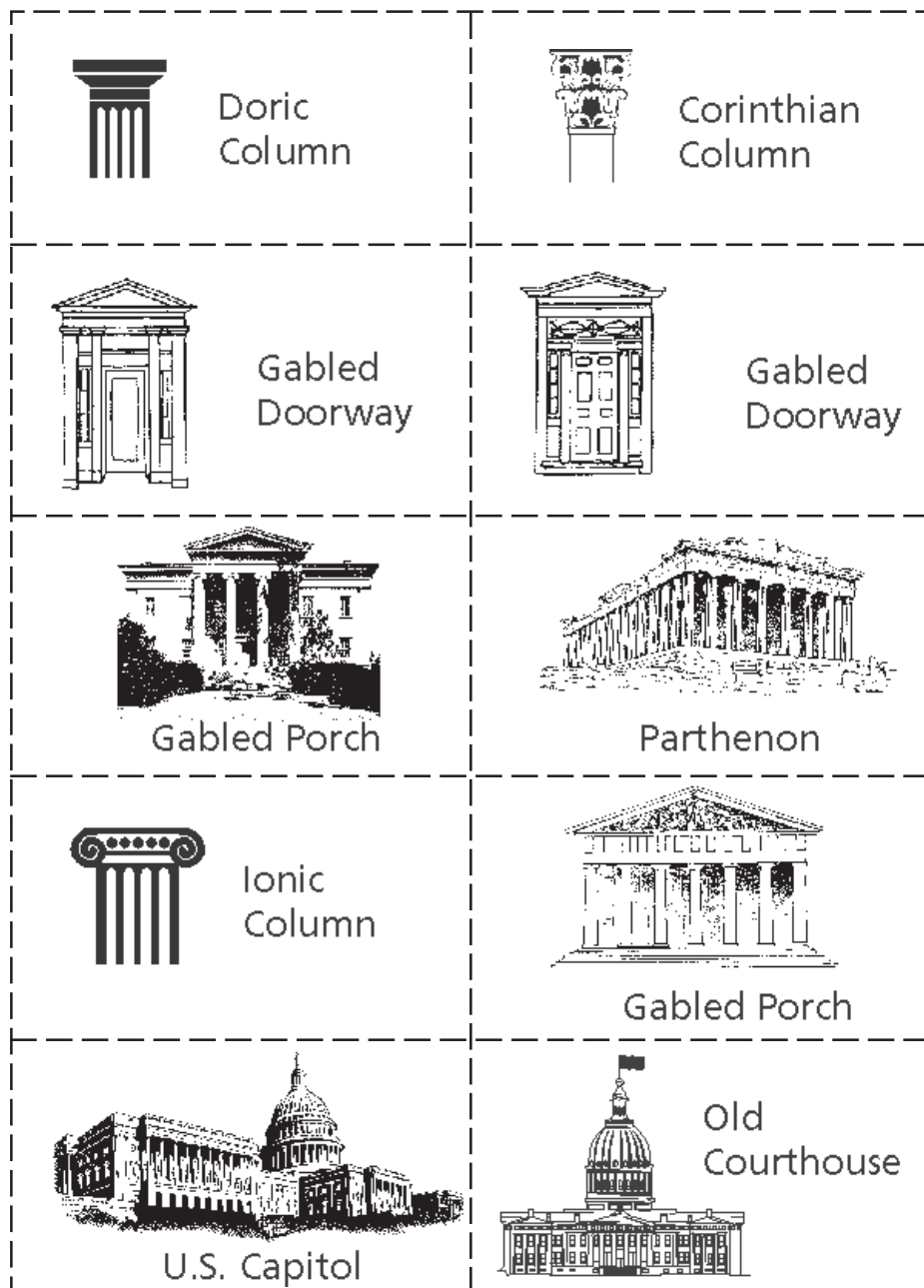
BEHIND THE SCENES

Behind the scenes a historical architect pieces together information to understand how old buildings were used and how they may have changed over time.

NATIONAL PARK CAREERS

A career as a National Park Service historic architect is filled with mysteries. He/she researches buildings, building materials, old photographs, and documents for clues that reveal the history of buildings. Historical architects must know how to construct and dismantle buildings in order to preserve them.

THE CARDS



(copy/cut)

EXPLORATION AND ENRICHMENT

The nation's capital was given a permanent location in 1790. In 1933, the National Mall, which includes our nation's capitol, was established as a national park. The United States Capitol is also of the Greek Revival style of architecture. Have the school librarian help students locate a photo of the United States Capitol and the Old Courthouse. Using a Venn diagram, have students compare the two. For more information, see page 20 in the Appendix.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Currently, we do not have a historical architect employed at Jefferson National Expansion Memorial. The historical architect at a neighboring park, Ulysses S. Grant National Historic Site, has helped us to understand some of the alterations that have

occurred at their site, such as changes in paint colors and wallpaper, sizes of rooms, additions made to the original building, and where buildings were originally located on the property. For more information see page 20 in the Appendix.



PRE-VISIT ACTIVITY #2 *(suggested)*

EXPLORE A CAREER

Historian—a person who studies the events of the past through photographs, old documents, books, and other resources.

TAKING CARE OF BUSINESS

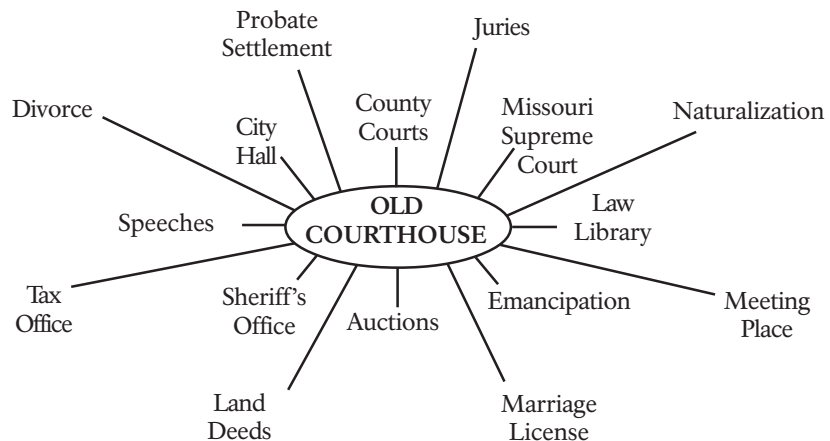
The Old Courthouse is not just an interesting building known for its architecture. It can also be considered an office building. There were many types of business transactions that took place in the Old Courthouse, and not all required a courtroom and a judge. Sometimes the courthouse served as a “record bank” where information was recorded. Some of the business transactions once conducted at the Old Courthouse may no longer be part of the city or county courthouses today.

ROLEPLAY AND INTERVIEW ACTIVITY

Using the Interview Questions on the next page, have students interview a parent, grandparent, or neighbor to determine their experiences at a courthouse and deduce the possible uses of the Old Courthouse.

WORD WEB ACTIVITY

Using the information gathered from their interviews, have your class create a word web that describes how the Old Courthouse may have served the St. Louis community from 1828-1930, when the courts moved to a new and larger building. If you are not familiar with the Old Courthouse, use the courthouse in your community.



BEHIND THE SCENES

Although park rangers are among the most popular employees of the National Park Service, historians also play key roles in preserving and protecting our nation's historic legacies.

NATIONAL PARK CAREERS

A career as a National Park Service historian is an exciting challenge. Historians conduct oral interviews, research, write brochures and books, and present programs interpreting the story and history of their park.

INTERVIEW QUESTIONS

- ◆ What is your name?
- ◆ What do you do for a living?
- ◆ When did you go to a courthouse and for what purpose?
- ◆ Did this type of business require a courtroom and a judge?
- ◆ Why was this particular activity carried out at a courthouse and not in a separate building or location?
- ◆ Does this type of business still take place in courthouses?
- ◆ As a customer, how would you rate the service you received?

(copy/cut)

EXPLORATION AND ENRICHMENT

Immigrants became naturalized citizens at the Old Courthouse. Even though the building is a museum today, three naturalization ceremonies are held each year in the rotunda. Have students trace their ancestral heritage and arrange to attend a naturalization ceremony.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

The historian at our park researched the many historical uses of the individual rooms in the Old Courthouse. "A Tour of the Old Courthouse: History and Uses" is available for research in our park's library, which is located in the Old Courthouse. It is

interesting to see where the judge's chambers were once located, as well as the tax office, the sheriff's office, the dram house collector's office, the Museum of the Missouri Historical Society, the Law Library Association's office, and others.



PRE-VISIT ACTIVITY #3 *(suggested)*

EXPLORE A CAREER

Personnelist—a person who recruits and helps to place employees when job opportunities are available.

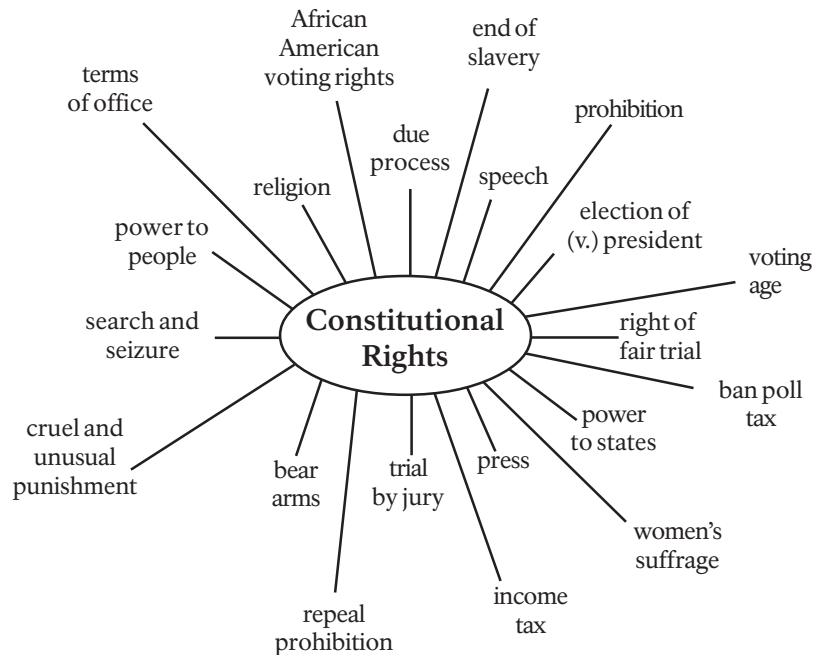


RIGHTS OF CITIZENS

In addition to being a place of business for offices, the Old Courthouse stands as a symbol of the Constitution. The United States Constitution embodies a basic set of laws for the government. When the founding fathers asked states to ratify the constitution, some states feared the government would become too strong. These states requested an additional list of rights that could never be taken away—the Bill of Rights. Over the years, additional amendments to the Bill of Rights have assured the rights of citizens.

COOPERATIVE LEARNING ACTIVITY

Organize students into groups of four and have them number off within groups, so that each student is a 1, 2, 3, or 4. Using a word web, have each group brainstorm their rights as guaranteed by the Constitution.



BEHIND THE SCENES

An important position in the National Park Service is that of a personnelist. This individual ensures that everyone in the work place is treated equally.

NATIONAL PARK CAREERS

A personnelist must be impartial, unprejudiced, and skilled in communication. No matter what one's race, religion, color, age, sex, lifestyle, or ability, every employee has a legal right to fair and equal treatment.

Next, have students discuss and map out what they would do, if one of their rights was violated. Have each group discuss what people want when one person sues another. Ask each group to create their own definition of justice.

Encourage students to brainstorm symbols that represent their definition and draw a common symbol to represent their concept. Each student should understand the group's consensus and be prepared to present it to the entire class. Call a number (1, 2, 3, or 4) and the student with that number makes the presentation.



EXPLORATION AND ENRICHMENT

The courts have been used to debate equal rights of citizens for years. *Brown v Board of Education* National Historic Site represents a successful law suit for the rights of equal educational opportunities in the United States. For more information on this park, see page 20 in the Appendix. Using the school library, have students research the protection of equal rights in this case, write their own trial script and present it to another class.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

In addition to our park's personnelist, we also have an Equal Opportunity Counselor, Hispanic Employment Coordinator, Accessibility Coordinator, and Federal Women's Program Coordinator. All of these individuals help to ensure that all employees

are equally represented. Any time an employee has questions or concerns regarding equal treatment or employment, the personnelist assists them and helps ensure equitability.



THE MUSEUM EXPERIENCE

EXPLORE A CAREER

Interpreter—a person who “tells the story” of a national park.



NPS Photo

TOUR OF THE OLD COURTHOUSE

Upon arrival, register your group with the park ranger in the rotunda and review Museum Manners with your group.

BRIEFING

Your students should come with a working knowledge of the characteristics of Greek Revival architecture from PRE-VISIT ACTIVITY #1. Have students organized into groups of four.

COOPERATIVE LEARNING ACTIVITY

In groups of four, assign each student to one of the following roles: camera, photographer, scout, camera caddy. In this kinesthetic activity, students will cooperatively roleplay a camera crew and photograph features of the Old Courthouse that are categorized as Greek Revival architecture. They will also predict the significance of their photos 75-100 years from now.

INTERPRETIVE PROGRAM

The park ranger will lead the group to the rotunda, a restored courtroom, the first balcony, and a third floor room where juries once deliberated. The tour will focus on Greek Revival architecture, the needs met by the Old Courthouse in the St. Louis community, and the rights and responsibilities of its citizens.

BEHIND THE SCENES

Some park rangers are also known as interpreters or interpretive park rangers. They help visitors understand or interpret the story of their park.

NATIONAL PARK CAREERS

The career of an interpretive park ranger is exciting. Interpreters present tours and demonstrations to thousands of visitors from all over the world. They also present programs for school groups. Interpreters must be effective in public speaking and using research materials.

VISUALS

Photographs of the Old Courthouse and its restored courtrooms will provide excellent visual stimuli.

HANDS-ON OBJECTS

The park ranger will provide multisensory exploration by encouraging your students to touch and smell areas and objects in the actual building.

VOCABULARY WORDS

architecture - a style or special way of building.

citizen - a person who lives in a particular city, county or country.

Civil Rights - the rights of all citizens, regardless of race, religion, and sex to enjoy life, liberty, property, and equal protection of the law.

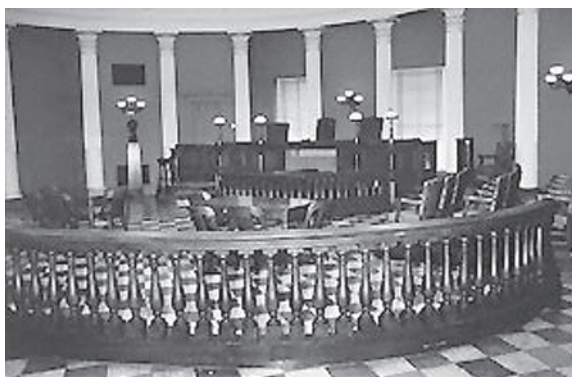
Constitution - a document which contains basic laws or rules by which a country is governed.

Democracy - government that is ruled by the people either directly or indirectly.

Judiciary - branch of government concerned with interpreting the laws and the constitution.

Justice - to balance evidence; to give fair consideration and to support fair decisions with deserved punishment.

NPS Photo



Courtroom #4

EXPLORATION AND ENRICHMENT

Have students play the part of interpreter, i.e. research an interesting topic (preferably about St. Louis history), design a presentation, and present it to the class. Remember to use props and lots of enthusiasm.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL

Park rangers who work at the Old Courthouse and the Museum of Westward Expansion interpret the exhibits and tell the story of the park. Interpreters also protect the displays, particularly those of the restored courtrooms.

They assist visitors in answering questions about the displays, the park, and the local community. By telling the story of the park, interpreters help visitors preserve and protect parks for future visits.



POST-VISIT ACTIVITY #1 *(suggested)*

CAREER REVIEW

Historical architect—
Before an old building is removed, historical architects are often asked to study it and its purpose in regard to the surrounding site. Imagine the school cafeteria is planned for removal and a new one is to be built at a different site. Have students predict three to five important pieces of information that students 100 years from now may want to know about the old cafeteria.

CREATING NEW ROOTS

When you visited the Old Courthouse, you could easily see how architecture has changed considerably over the years. The Greek Revival style of the Old Courthouse contrasts with the modern styles of tall office buildings. Following Greek Revival was the Victorian Era, named after Queen Victoria of England. Other styles followed the turn of the century with new architects and new ideas, for example Louis Sullivan and Frank Lloyd Wright.

COOPERATIVE LEARNING MAP ACTIVITY

Organize students into groups of four, with each group representing an architectural firm. Each group will either recommend a new location and create their own architectural design of a new courthouse for their community, or each group may recommend restoring the old courthouse. Provide each group with a copy of the map on page 21 of the Appendix to locate the new site and a copy of the Design Checklist on the next page to guide them in their plans. Have students number off within groups, so that each student is a 1, 2, 3, or 4. Each student must understand their group's plans and be prepared to present them to the entire class. Call a number (1, 2, 3, or 4), and the student chosen will make the presentation.



EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

Much of what we know about the Old Courthouse comes from studying old photographs and documents. Using the school library, have students research the history of their school and write a news article about it. Publish a school history book of the students' articles.

MATH

Using graph paper, have students determine a standard scale, such as $\frac{1}{4}$ inch equals 1 foot. Have students draw the floor plan of their courthouse designed in POST-VISIT ACTIVITY #1. Calculate the number of square feet in the building.

DESIGN CHECKLIST

- √ The present courthouse needs extensive interior repairs.
- √ The building is 115 years old.
- √ It was recently discovered that there are serious problems with the building's foundation. With further inspection, it appears that part of the building is located over a potential sinkhole. The ground is gradually sinking, causing the foundation problems.
- √ The community has outgrown the old courthouse and could benefit from a larger building.
- √ There is an outcry from local preservationists to try to save the building, for a repair cost of two million dollars.

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EXPLORATION AND ENRICHMENT

Ulysses S. Grant National Historic Site in southwest St. Louis is a National Historic Landmark. So are several other structures, such as Eads Bridge, Scott Joplin House, and Union Station. For more information on National Historic Landmarks, see page 22 in the Appendix. Have students research the criteria for becoming a National Historic Landmark. Ask parents to take their child around St. Louis to identify historic structures and determine if they warrant landmark status.

SCIENCE

When designing buildings, architects must take into consideration the types of materials and natural resources that are available. Have each architectural firm from POST-VISIT ACTIVITY #1 determine the best natural resources to use in their buildings.

ART AND MUSIC

The Old Courthouse courtrooms look very different from our courtrooms today. Have students plan the interior design of their courtrooms from POST-VISIT ACTIVITY #1. Using various materials, such as craft sticks and empty milk cartons, encourage students to make a model of their design.



POST-VISIT ACTIVITY #2 *(suggested)*

CAREER REVIEW

Historians—

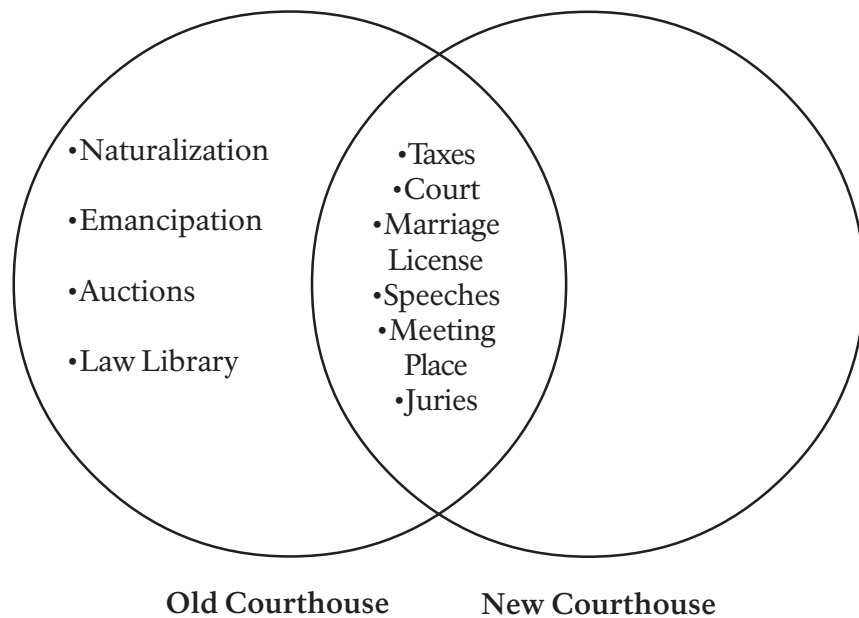
Courthouse records can provide a wealth of information about the past. Historians may research documents about property, people, and events that took place in the community. Arrange for a local courthouse employee who is in charge of records to visit your class. Ask them to bring examples of the types of information that may be secured from old records stored there.

BUSINESS AS USUAL

As citizens, we are responsible to our communities and have a right to vote, so that we may vote for good community leadership. At times we may have a responsibility to respond when called upon to serve the community. Jury duty is not a privilege, but a legal responsibility. Paying taxes is also a legal responsibility that is expected of all citizens.

VENN DIAGRAM ACTIVITY

On the chalkboard or overhead projector, use a Venn diagram to review the types of businesses that were carried out at the Old Courthouse (see PRE-VISIT #2) compared to today's courthouses.



EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

The Old Courthouse was used as a public forum. Two to three thousand people at a time may have stood in the rotunda listening to speakers. Have students write a short speech to rally the class around a favorite topic. Have each student present their speech from the center of the gymnasium.

MATH

Paying real estate taxes was a common activity at the Old Courthouse. Have students calculate how much tax they would pay on 3.75 acres for one year, if the tax rate is \$135.17 per acre per month.

CONFLICT RESOLUTION ACTIVITY

Courthouses are scenes of conflict resolution for issues that may affect the community. Imagine there is a historic home in your community. It is located in a commercial and congested area and is scheduled for demolition. Organize the class into four groups and assign each a role. Each group should discuss their role and cooperatively work together to resolve the issue of what to do about the historic home.

PRESERVATIONISTS We want this home preserved as part of this community's rich cultural history.	DEVELOPERS This is a commercial district and it desperately needs more parking. We want to tear it down and build a parking garage.
THE JURY We must listen to both proposals and make a decision for the best interest of the community.	MODERATOR Assist the groups in coming to an agreeable solution. Record the process and final solution on the chalkboard or overhead projector.

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EXPLORATION AND ENRICHMENT

The United States Constitution was debated and adopted in Philadelphia, and the event has been commemorated at Independence National Historical Park. The park's historian is a good source to interview for the latest research on this topic. For more information, see page 22 in the Appendix. Have students select an event in your local community and design a historic site to commemorate it. Remember to include historical architects, historians, and interpreters in the plans.

SCIENCE

Modern technology is in a constant state of change. Have students research how the computer age can change methods of record keeping, court procedures, and paying taxes. Ask a parent who works with computers to speak with your class about the science of computer technology.

ART AND MUSIC

As a public gathering place, the Old Courthouse was often filled with music that rallied audiences to causes. Have the music teacher play some patriotic tunes that might have been used at a courthouse rally, and have students write their own lyrics to the tunes for a school rally.



POST-VISIT ACTIVITY #3 (suggested)

CAREER REVIEW

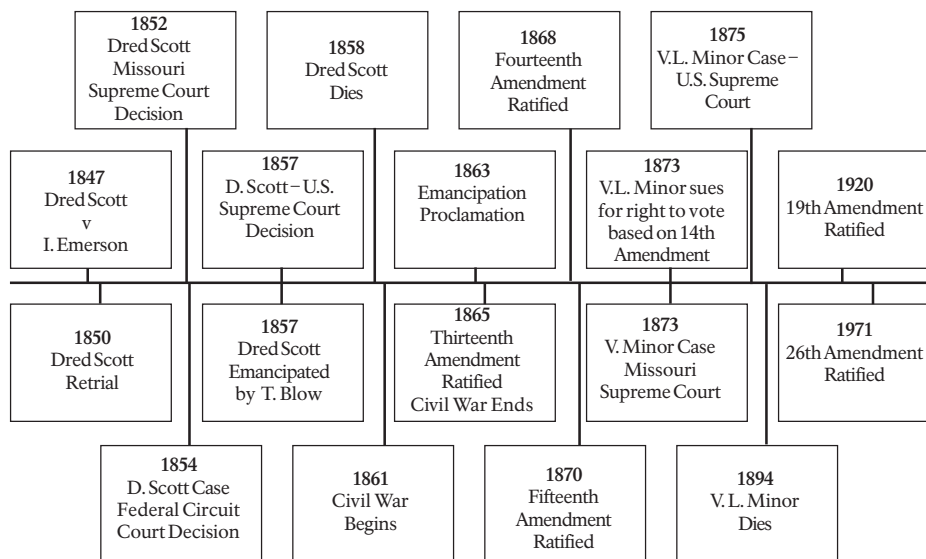
Personnelist - Like the National Park Service, many other organizations have personnel and procedures for handling equality and discrimination concerns. In 1965 the federal government established the Equal Employment Opportunity Commission (EEOC) for this purpose. Perhaps a representative from the EEOC could speak to your class about equal opportunity.

RIGHTS OF CITIZENS OF THE PAST

Many St. Louis citizens relied upon the courts for protection of their civil rights. The courts failed, however to protect St. Louisans, Dred Scott (who sued for his freedom) and Virginia Minor (who sued for the right to vote). Parallels may be found in these cases.

COOPERATIVE LEARNING ACTIVITY AND TIMELINE

Organize students into groups of four and have them number off within groups, so that each student is a 1, 2, 3, or 4. Have each group create a timeline that includes the Dred Scott Case, Virginia Minor Case, and the Constitutional Amendments that supported, or were later a result of the efforts of each. Call a number (1, 2, 3, or 4) and that student will present the group's timeline to the entire class. On the chalkboard or overhead projector, compile one timeline representing the entire class' findings. Provide each group with a copy of the Data Sheet on the next page. Using the class timeline as reference, have each group complete the Data Sheet. Each group should make sure that all of its members take an active role in making a class presentation by dividing the information equally between them.



EXTENSIONS ACROSS THE CURRICULUM—

LANGUAGE ARTS

In 1872, the *St. Louis Times* newspaper published a story about Virginia Minor's attempt to register to vote. A copy is on page 23 in the Appendix. Have students read the article and write a "letter to the editor" responding with their own thoughts about women and the right to vote.

Math

Much time may pass in an attempt to make changes through a court of law. Using the timeline from POST-VISIT ACTIVITY #3, calculate the average length of time it took to protect the rights of Dred Scott and Virginia Minor. Is that still the case today? Have students discuss this with their parents.

Data Sheet

How were the Dred Scott and Virginia L. Minor Cases similar?

Dred Scott Case

Virginia Minor Case

General Agreement

Common Issue Argued

Associated Constitutional
Amendment

Distance in the Courts

Timing of
Scott and Minor's Deaths

Resulting Changes
Citizens Rights

How were the rights gained for people like Scott and Minor?
Through the judicial system? Or through another branch of
government? Are there other similarities or connections that may be
made between Dred Scott and Virginia Minor? If so, what are they?
Are there similar cases today? How do they affect your life?

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EXPLORATION AND ENRICHMENT

Many women became “suffragists” following the Seneca Falls Convention in 1848. Suffragists favored the rights of women to vote. Women’s Rights National Historic Park commemorates those who exercised their right of freedom of speech in the struggle for equal rights for women. For more information, see page 22 in the Appendix. Have students research some of the leading women of today and compare them to the suffragists of the past.

SCIENCE

William Rumbold patented his design of the Old Courthouse dome. Contact the U.S. Patent Office (see page 22 in the Appendix) for information on the patent process. Have students create their own inventions and roleplay how they would get a patent.

ART AND MUSIC

The Virginia Minor and Dred Scott Cases are the two most important cases heard in the Old Courthouse. Have students design a memorial representing these two cases. What information should be included and what types of materials used?



APPENDIX

PRE-VISIT ACTIVITY #1 AT JEFFERSON NATIONAL EXPANSION MEMORIAL

For more information on on this park, contact:

Ulysses S. Grant National Historic Site
7400 Grant Street
St. Louis, MO 63123
(314) 842-1867

PRE-VISIT ACTIVITY #1 EXPLORATION AND ENRICHMENT

For more information on on this park, contact:

National Mall
c/o National Capital Region
1100 Ohio Drive SW
Washington, DC 20242
(202) 619-7222

PRE-VISIT ACTIVITY #3 EXPLORATION AND ENRICHMENT

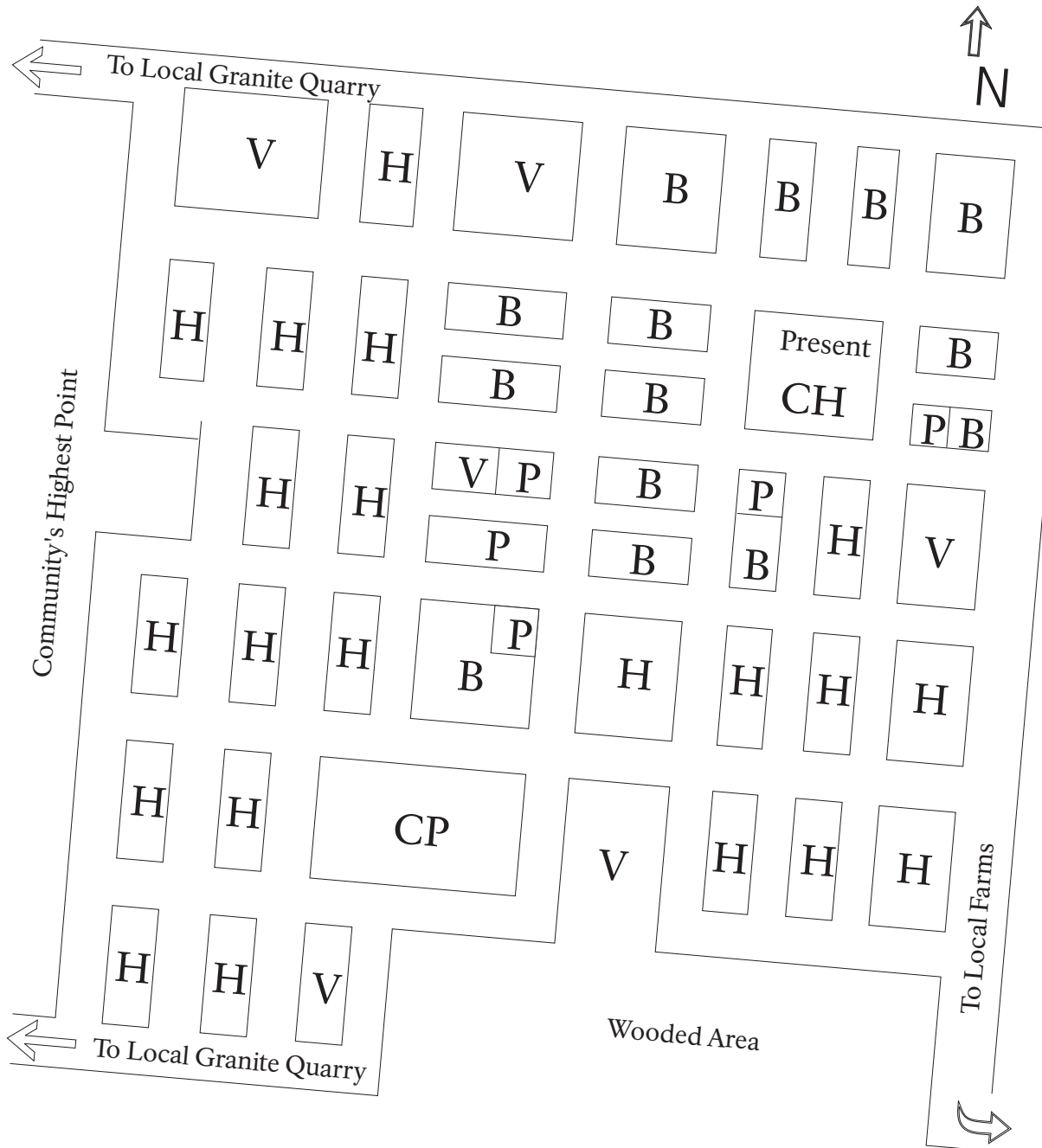
For more information on on this park, contact:

Brown v Board of Education National Historic Site
424 S. Kansas Avenue, Suite 332
Topeka, KS 66603
(913) 354-4273



APPENDIX

POST-VISIT ACTIVITY #1 MAP ACTIVITY



H - Homes
B - Businesses
P - Parking Lots

CP - City Park
V - Vacant Lots
CH - Courthouse



APPENDIX

POST-VISIT ACTIVITY #1 EXPLORATION AND ENRICHMENT

For more information, call or write:

National Historic Landmarks Program
Branch of National Preservation Programs
Rocky Mountain Regional Office
National Park Service
P.O. Box 25287
Denver, CO 80225
(303) 969-2875

POST-VISIT ACTIVITY #2 EXPLORATION AND ENRICHMENT

For more information on this park, call or write:

Independence National Historical Park
313 Walnut Street
Philadelphia, PA 19106
(215) 597-8787

POST-VISIT ACTIVITY #3 EXPLORATION AND ENRICHMENT

For more information on this park, call or write:

Women's Rights National Historic Park
136 Fall Street
Seneca Falls, NY 13148
(315) 568-2991

POST-VISIT ACTIVITY #3 EXTENSIONS ACROSS THE CURRICULUM: SCIENCE

For more information on this park, call or write:

Chief Information Officer
U.S. Patent Office
2121 Crystal Drive
Arlington, VA 22202
(703) 305-9400



APPENDIX

POST-VISIT ACTIVITY #3 EXTENSIONS ACROSS THE CURRICULUM LANGUAGE ARTS

St. Louis Times, October 16, 1872

DETERMINED TO VOTE

The Woman-Suffragists Again Moving on the Ballot Box

A Rejected Applicant for Registration Falls Back upon the Courts.

Mrs. Francis Minor, a lady prominently identified with the women's suffrage movement in St. Louis, appeared before the registering officer in the west end of the Sixth ward yesterday and demanded that her name be entered upon the lists as a voter.

Mr. Happersett, the registrar, was then thrown into an awkward dilemma and scarcely knew what to do or say. He was gallant enough to have acquiesced, but the law of the State authorized him to register only *males*.

Mrs. Minor, who was accompanied by her husband, claimed the right to vote under the provisions of the Fourteenth amendment, but Registrar Happersett firmly but politely declined. The disappointed applicant then withdrew, declaring her intention to contest the matter, even though she should be compelled to carry the matter to the highest courts of the land.

Mrs. Minor is a lady of the highest respectability, and belongs to a class of reformers who would not stoop to any such action for the sake of creating a sensation. It is very evident that a good deal more is intended than at first appears. It will be remembered that two years ago the leaders in the movement here were just at the point of making a test case and carrying it up to the highest courts, but were unable to decide who should be made the victim in the test. At that time, Honorable Albert Todd, Judge Krum and other prominent lawyers were convinced of the legality of woman suffrage, and were prepared to conduct the case.

In brief, the argument is that women are citizens under the constitution, and that the Fourteenth Amendment confers upon them as citizens the right of suffrage. It is probable that the action of Mrs. Francis Minor is intended as the preliminary step toward a test case in the courts.



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

Capps, Mike; Paul McElroy, Bob Moore and Richard Ellis. Story of the Gateway Arch: A Pictorial History. St. Louis, Missouri: Jefferson National Expansion Historical Association and the National Park Service, 1992.

Dosch, Donald F. Old Courthouse: Americans Build A Forum on the Frontier. St. Louis, Missouri: Jefferson National Expansion Historical Association and the National Park Service, 1979.

Ehrlich, Walter. They Have No Rights: Dred Scott's Struggle for Freedom. Westport, Connecticut: Greenwood Press, 1979.

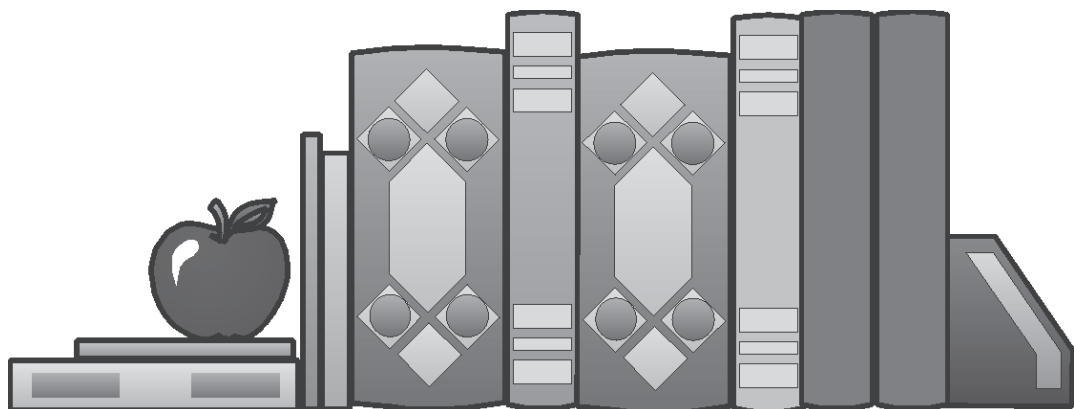
Fehrenbacher, Don E. Slavery, Law, and Politics: The Dred Scott Case in Historical Perspective. New York, NY: Oxford University Press, 1981.

McAlester, Virginia and Lee. A Field Guide to American Houses. New York, NY: Alfred A. Knopf, Inc., 1984.

Primm, James N. Lion of the Valley: St. Louis, Missouri. Boulder, Colorado: Pruett Publishing Company, 1990.

Winter, William C. The Civil War in St. Louis: A Guided Tour. St. Louis, Missouri: Missouri Historical Society Press, 1994.

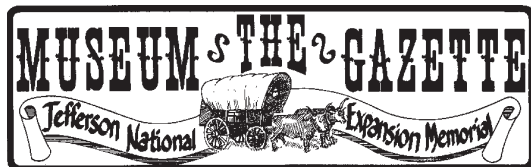
Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Museum Gazettes



“St. Louis and its Past—The Fourth of July”
“A Victorian Christmas at the Old Courthouse”
“Scandal and Dignity: The Building of the Old Courthouse Dome”
“The Old Courthouse Murals”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102
(314) 655-1700

OCH Brochure



“Old Courthouse”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
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Internet



Our address on the World Wide Web is:
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For more information on the National Park Service, visit their home page at:
www.nps.gov